

LORIS ELEMENTARY

901 Highway 9 Business East
Loris, SC 29569

GRADES PK-5 Elementary School

ENROLLMENT 599 Students

PRINCIPAL Amy Edwards 843-756-7824

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	39	54	5	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Excellent	No
2004	Good	Unsatisfactory	Yes

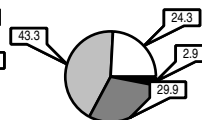
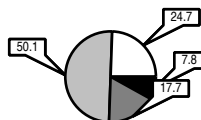
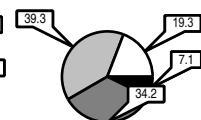
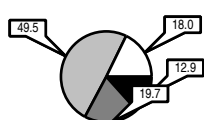
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	319	99.7	19.1	38.9	33.9	8.1	53.0	Yes	Yes
Gender									
Male	157	99.4	27.1	44.4	25.7	2.8	42.4		
Female	162	100.0	11.7	33.8	41.6	13.0	63.0		
Racial/Ethnic Group									
White	163	100.0	9.7	35.5	43.2	11.6	69.0	Yes	Yes
African-American	141	100.0	29.2	42.3	24.6	3.8	36.2	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	30.0	50.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	250	99.6	13.9	36.3	40.5	9.3	62.0		
Disabled	69	100.0	39.3	49.2	8.2	3.3	18.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	319	99.7	19.1	38.9	33.9	8.1	53.0		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	100.0	18.8	38.4	34.6	8.2	54.1		
Socio-Economic Status									
Subsidized meals	241	99.6	23.4	42.8	28.4	5.4	43.7	Yes	Yes
Full-pay meals	78	100.0	6.6	27.6	50.0	15.8	80.3		

Mathematics - State Performance Objective = 15.5%									
All Students	319	100.0	17.8	49.0	20.1	13.1	49.7	Yes	Yes
Gender									
Male	157	100.0	21.5	54.9	16.0	7.6	39.6		
Female	162	100.0	14.3	43.5	24.0	18.2	59.1		
Racial/Ethnic Group									
White	163	100.0	11.0	39.4	27.7	21.9	63.9	Yes	Yes
African-American	141	100.0	26.9	59.2	10.8	3.1	33.1	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	0.0	70.0	30.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	250	100.0	11.4	48.9	24.1	15.6	58.6		
Disabled	69	100.0	42.6	49.2	4.9	3.3	14.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	319	100.0	17.8	49.0	20.1	13.1	49.7		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	100.0	17.8	48.6	20.2	13.4	50.0		
Socio-Economic Status									
Subsidized meals	241	100.0	22.5	54.5	17.6	5.4	41.4	Yes	Yes
Full-pay meals	78	100.0	3.9	32.9	27.6	35.5	73.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	97	100.0	17.2	33.3	36.8	12.6	49.4
	Grade 4	126	99.2	15.0	49.2	33.3	2.5	35.8
	Grade 5	112	100.0	26.2	46.6	26.2	1.0	27.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	106	100.0	12.7	27.5	43.1	16.7	59.8
	Grade 4	87	100.0	16.9	42.2	36.1	4.8	41.0
	Grade 5	126	100.0	25.8	52.5	21.7	N/A	21.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	97	100.0	17.2	54.0	21.8	6.9	28.7
	Grade 4	126	100.0	8.3	46.3	24.8	20.7	45.5
	Grade 5	112	100.0	11.7	56.3	18.4	13.6	32.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	106	100.0	17.6	52.9	20.6	8.8	29.4
	Grade 4	87	100.0	13.3	39.8	22.9	24.1	47.0
	Grade 5	126	100.0	22.5	54.2	15.0	8.3	23.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 599)				
First graders who attended full-day kindergarten	97.9%	N/C	100.0%	100.0%
Retention rate	0.8%	Down from 1.7%	3.5%	2.7%
Attendance rate	96.4%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	15.7%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	12.5%		3.6%	3.5%
Eligible for gifted and talented	16.9%	Up from 12.9%	11.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.1%	Down from 13.0%	9.2%	8.2%
Older than usual for grade	1.2%	Up from 0.8%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.4%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	20.0%	Down from 22.9%	47.6%	51.4%
Continuing contract teachers	80.0%	Up from 77.1%	88.2%	87.5%
Highly qualified teachers**	95.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	2.8%		0.0%	0.0%
Teachers returning from previous year	81.3%	Down from 82.2%	86.4%	86.7%
Teacher attendance rate	94.4%	Down from 95.1%	94.6%	94.9%
Average teacher salary	\$40,644	Up 3.5%	\$40,004	\$40,760
Prof. development days/teacher	14.8 days	Up from 10.7 days	12.9 days	12.4 days

School				
Principal's years at school	1.0	Down from 15.0	3.5	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.6 to 1	18.5 to 1	18.9 to 1
Prime instructional time	90.2%	Down from 90.7%	89.5%	90.0%
Dollars spent per pupil*	\$7,086	Up 6.1%	\$6,024	\$6,044
Percent of expenditures for teacher salaries*	63.7%	Down from 66.1%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-2004 was another successful year at Loris Elementary School. Our students continued to perform well academically and artistically. They engaged in a number of service projects including Jump Rope for Heart, March of Dimes and a canned food drive. Students also participated in a supply drive for Williams Township, a neighboring school destroyed by fire. Among our accomplishments are the following:

Our school was awarded the Palmetto Gold Award.

Our students read over 32,000 books and earned over 21,000 Accelerated Reader points.

98% if our kindergarten students were reading at a text level of "3" or better.

98% of our first grade students were reading at a text level of "18" or better.

The Reading Recovery Program "discontinued" 15 at-risk first grade students.

99% of our parents participated in individual parent conferences.

100% of the parents, students, and teachers signed parent compacts.

Our school participated for the third year in the Milken Family Foundation Teacher Advancement Program.

A pre-algebra lab was provided for several fifth grade students.

We continued with a research-based technology program entitled Fast ForWord for our students.

Our teachers and staff continue to work extremely hard. All teachers participated daily in a professional growth block focusing on lesson planning, assessments, and instructional strategies for literacy and numeracy. Several visits to our school were made by districts both within the state and out of state to observe effective practices and programs. Joni Gerald was selected as Teacher of the Year. Eleven of our teachers received gifted endorsement. Our PTA provided needed materials and supplies for our teachers and students. They also sponsored events such as Open House, Fabulous Fridays, and Teacher Appreciation Week. The Horry County Police Department participated with our Partners in Education Program by mentoring students in our school. During the coming year, we will continue to work to improve student achievement and increase our parent and community involvement.

Amy Edwards, Principal, 2003-2004

Mike Gore, School Improvement Council Chairman, 2003-2004

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	51	116	87
Percent satisfied with learning environment	84.0%	90.4%	93.0%
Percent satisfied with social and physical environment	92.0%	88.8%	82.4%
Percent satisfied with home-school relations	94.0%	92.2%	68.6%

*Only students at the highest elementary school grade level at this school and their parents were included.